



Reading	
Decoding / Reading for Pleasure	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than one syllable that contain taught GPCs Read words with contractions and understand the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge.
Deduce and Infer	<ul style="list-style-type: none"> Making inferences using characters words and actions. Predict what might happen using evidence from the book. Link what they read to their own experiences. Understand the feelings of the main characters within a story. Participate in discussion about texts read, taking turns and listening to others point of view. Identify main points in a text. Answer simple questions about the text. <p>Check the text makes sense as they are reading and self correct inaccurate reading.</p>
Language for Effect	<ul style="list-style-type: none"> Explain what new words mean, linking new meanings to known words. Recognise obvious story language. Recognise and join in with predictable phrases
Themes	<ul style="list-style-type: none"> Recognise the difference between fiction and non-fiction. Discuss a wide range of poems, stories and non-fiction texts at a level beyond that they can read independently. Appreciate rhymes and poems and recite some by heart. Become familiar with key stories, fairy stories and traditional stories, retelling them and considering their particular characteristics.

Writing	
Transcription	<ul style="list-style-type: none"> Meet Yr 1 spelling expectations (see appendix A) Spell words containing each of the 40+ graphemes already taught. Spell common exception words. Spell the days of the week. Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules and guidance. Write from memory simple sentences dictated by an adult. I can form lower case letters of a consistent size. Start to join letters that are in the same handwriting family. I can write capital letters and digits. Use spacing between words that reflect the size of the letters.
Sentence	<ul style="list-style-type: none"> Use conjunctions and , but Use and identify statements, questions and exclamations. confidently use a range of adjectives for effect. Use a series of simple sentence structures which may be repeated to write a story or recount.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Use spaces to separate words. Use capital letters, full stops , question marks and exclamation marks to demarcate sentences. Use capital letters for names of people and places, days of the week and the pronoun I
Composition	<ul style="list-style-type: none"> I can use a range of writing genres . I can construct and use a plan to order my writing. I can proof read to make improvements to spelling, grammar and punctuation. I can read aloud my writing with intonation to make my writing clear.

Spelling		
Vowel digraphs and trigraphs	The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:	
	<ul style="list-style-type: none"> all letters of the alphabet and the sounds which they most commonly represent consonant digraphs which have been taught and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants guidance and rules which have been taught 	
	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	off, well, miss, buzz, back
	The sound spelt n before k /n/	bank, think, honk, sunk
	Division of words into syllables	pocket, rabbit, carrot, thunder, sunset
	-tch	catch, fetch, kitchen, notch, hutch
	The /v/ sound at the end of words	have, live, give
	Adding s and es to words (plural of nouns and the third person singular of verbs)	cats, dogs, spends, rocks, thanks, catches
	Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
	Adding -er and -est to adjectives where no change is needed to the root word	grander, grandest, fresher, freshest, quicker, quickest
ai, oi	rain, wait, train, paid, afraid oil, join, coin, paint, soil	
ay, oy	day, play, say, way, stay boy, toy, enjoy, annoy	
a-e	made, came, same, take, safe	
e-e	these, theme, complete	
i-e	five, ride, like, time, side	
o-e	home, those, woke, hope, hole	
u-e	June, rule, rude, use, tube, tune	
ar	car, start, park, arm, garden	
ee	see, tree, green, meet, week	
ea (/i:/)	sea, dream, meat, each, read (present tense)	
ea (/e/)	head, bread, meant, instead, read (past tense)	
er (/ɜ:/)	(stressed sound): her, term, verb, person	
er (/ə/)	(unstressed schwa sound): better, under, summer, winter, sister	
ir	girl, bird, shirt, first, third	

ur	turn, hurt, church, burst, Thursday
oo (/u:/)	food, pool, moon, zoo, soon
oo (/ʊ/)	book, took, foot, wood, good
oa	boat, coat, road, coach, goal
oe	toe, goes
ou	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	ow, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)	lie, tie, pie, cried, tried, dried
ie (/i:/)	chief, field, thief
igh	high, night, light, bright, right
or	for, short, born, horse, morning
ore	more, score, before, wore, shore
aw	saw, draw, yawn, crawl
au	author, August, dinosaur, astronaut
air	air, fair, pair, hair, chair
ear	dear, hear, beard, near, year
ear (/ɛə/)	bear, pear, wear
are (/ɛə/)	bare, dare, care, share, scared
Words ending -y (/i:/ or /ɪ/)	very, happy, funny, party, family
New consonant spellings ph and wh	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	Kent, sketch, kit, skin, frisky
Adding the prefix -un	unhappy, undo, unload, unfair, unlock
Compound words	football, playground, farmyard, bedroom, blackberry
Common exception words	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used